

# **NCLB and ECEC Initial Ehuddle Results – Raw Data**

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## **Introduction**

This summary report represents a compilation of all of the responses received through a survey tool to solicit views and opinions. The survey was open for participation during the month of May (and closed on May 31, 2006).

Input was gathered in an anonymous manner, and complete results are presented in the sections that follow. While the survey was presented in both a “long” and a “short” version, all responses are consolidated into this single summary report.

No changes were made to any of the data, save for a spell check and some limited grammatical editing. The original source data is available upon request.

This data will continue under review and analysis. It is expected that concise descriptive summary information will be prepared to allow the issues and trends to be more clearly perceived and understood.

*Note: As an addendum to this report, see also the results of an earlier survey seeking comments on how NCLB impacts teaching.*

## **NCLB Impact ECEC**

In what ways (if any) does NCLB have an impact (whether direct or indirect) on early childhood education and care?

1. I think that the scope of the entire legislation needs to be broader to truly succeed at meeting the goal of NCLB. The legislation needs to consider to a higher degree, the impact on young children that results from family factors. Until legislators recognize that the focus should be No Family Left Behind, the NCLB legislation will have limited impact on young children and be marginally effective with all children. Families who cannot provide for the basic needs for themselves and their children; who are struggling with alcohol and drug abuse; who may be poorly educated; who have no training or appropriate models for effective parenting; who live in substandard conditions; who have difficulty accessing good health care; who have difficulty finding and keeping a job due to lack of job training, access to a convenient transportation system, high quality child care without cost; etc., typically have an

understandably difficult time making the education of their children a priority. Research already supports the impact of a stable and secure family environment, where basic needs are easily met and families can focus more attention and energy on their children's education as having a positive affect on student's achievement and social adjustment. Many children are being left behind because our government 'talks the talk but doesn't walk the walk'. Unless families are supported through the allocation of funds and development of programs to insure that each family is capable of not being left behind, will the goal of NCLB be achievable for all children in this nation.

2. There is a drill down effect resulting from the "test" pressure. More early childhood classrooms (prek-3rd grade) are leaving out parts of the curriculum that are valuable and essential to young children in order to concentrate on the academics.
3. We are helping prepare the children for learning academic skills in the future. We are instilling self-confidence and working on pre-academic skills.
4. Because NCLB measures success in school, it makes early childhood education and care before K-12 education all the more crucial to help eliminate the achievement gaps based on socio-economic status.
5. It would seem at this point that the FEDA haven't made this connection even though folks in the field have. For NCLB to be successful in impacting student behavioral and academic success there must be support at the early childhood level. Early childhood is the foundation for what will become the Pre-12 experience for students and families. Early childhood experiences have a significant impact, but have not been encouraged or brought to the table except for special education
6. Some schools are forcing "academic" skills to early than is developmentally appropriate for this age.
7. NCLB has the effect of demonstrating the academic needs that low-income and other at-risk children have and, in turn, can help make the case for high quality early education programming.
8. I think that NCLB has forced some EC programs to meet outcomes that are not necessarily appropriate for young children as they are developing at such different rates. At times it feels as though we are pushing children to do things that they are not ready for or capable of doing at this time.
9. NCLB certainly does have an impact on early childhood. Unfortunately, I feel this initiative is imposing testing on the very young and I disagree with this. A good environment in early childhood is very hands-on and play-based. The adult's need to understand child development and set up the environment so there is a lot of self-discovery and thinking going on. We need to enrich vocabulary and help children

discover their talents and gifts. With testing tied to funding adults panic and begin to "teach to the test". This is so damaging!

10. I believe the impact to be negative -- many stipulations without funding to back them. I don't think that NCLB respects young children or educators.
11. NCLB is forcing us to move away from "developmentally appropriate practices" through testing A) very young children such as Head Start and B) testing on concepts and knowledge that should not be a part of preschool curriculum.
12. I feel NCLB is really searching for ways to document outcomes (what the child has learned). This is fine if what we expect young children to learn is truly developmentally appropriate. My concern is that President Bush seems to feel preschoolers in Head Start should learn to read. The majority of preschoolers are not ready to read. They need lots and lots of practice in readiness skills that can be strengthened in a played based environment. My worry is that if our approach is not hands-on and appropriate that we will burn out children and give them a negative feel towards school and learning in general. Play is their work during these years. Obviously, we need knowledgeable adults to set up interesting environments and we need to expose children to print, etc.
13. First, I commend you for conducting this survey. Early Childhood is very important. With that said, it really would be more productive if you didn't use acronyms. I figured it out but not everyone will realize what NCLB means and it can/probably will affect responses.
14. There appears to be pressure to bring the 'academic' agenda in grade school down to preschool to make sure children/schools are in compliance. I feel this is developmentally inappropriate and not helpful. Also important moneys are being spent elsewhere.
15. The perception is emerging that academics must begin earlier and earlier. The NCLB "testing" mentality is driving some curriculum decisions that result in earlier academic learning and less social-emotional attention to play, language, social interactions, and overall "freedom to be a young child". Finding the right balance for preschool curriculum is a constant issue.
16. Inform doctors and pediatricians about the NCLB and encourage regular checkups. Doctors should know to refer families to Birth-to Three agencies and to schools.
17. Promoting the hiring of highly qualified licensed teachers. Nationwide, Early Reading First has had an impact on preparing young children for kindergarten and beyond.
18. I think it has impacted the school system and Head Start but not traditional early childhood programs. It is frustrating that school systems are drawing down dollars

from NCLB but they are not sharing the dollars with the ECC community only with the schools

19. I believe that NCLB has made an impact, indirectly yet definitely, on funding for programs such as Title 1, Headstart, and Family Literacy.
20. It does help to encourage/force continuing education and credentialing for some of the people involved in early childhood education.
21. Implementing NCLB concepts (for instance, "community-based" provision of Early Childhood is "best practice" for many children, but not for all. These issues need to be looked at on a case by case basis. Much is dependent upon both what type of environments the child spends their time in, and the receptiveness of the adults in those environments to carrying over techniques or ideas presented by an E.C. teacher, therapist, etc. For instance, it is a lot to expect of someone who works in a group day care center to carry over. There is a high turn-over rate in that business due to low pay and other issues. What is their legal responsibility to carry over an Early Childhood program when the E.C. staff are not there? I'm sure some people would be willing to do so, and others would have no intention or would be unable to do so.
22. I feel it's making better and more qualified teachers in the 4K world.
23. I have a concern, but not evidence to back it up that children are being taught more academics than social skills at the preschool level. It is my personal opinion that although some academics can be helpful, the social skills taught in preschool are the base for successful relationships throughout a child's life.
24. I believe that having better qualified staff working with children will improve the quality of the ECE programs that exist, especially in the area of Head Starts that are directly affected by NCLB.
25. There is more "teaching to the test" than ever before.
26. The curriculum in the early years is more academic. There is less time for play and social skills because of the increased academic demands on young children.
27. Furthermore the inclusion of young children with disabilities in community settings who receive school services will be impacted by NCLB. The emphasis on accountability in NCLB may have influenced the new NAEYC standards that include increased emphasis on assessment practices in accredited child care centers.
28. It is causing undo stress and discomfort both for staff and children. The importance of social skills and play in early childhood are being forgotten for the push of academics.

29. I feel that with the higher demands on requirements for each grade level, we have to teach children academics at a younger and younger age. Kids no longer have the freedom to experience the world by exploring it and playing because parents and teachers (due to laws) have to start expecting more and more from younger and younger children. Soon preschools and daycares are going to have to start teaching pre-academics and more just so children are ready for school. This could lead to more numbers of dropouts because kids are just tired of going to school.
30. Since early childhood education and care should be the base of a strong learning system, NCLB should have a direct impact on early education.
31. I don't think NCLB has had much of an impact on Early Childhood education.
32. Child care providers and preschool teachers are feeling pressure to "teach" preacademics because kindergarten teachers have higher expectations of children coming in to kindergarten.
33. I feel that it will be difficult for NCLB to collect information on goals met in Birth to three because parent participation drives the goals and outcomes. It is not the educator or therapist who works most with the child to achieve the outcomes set forth in the plan and so it is very difficult to judge the program if the outcomes are not met
34. The increased number of children in community 4 k programs highlights the creeping influence of NCLB into early care and education programs. Furthermore the inclusion of young children with disabilities in community settings who receive school services will be impacted by NCLB. The emphasis on accountability in NCLB may have influenced the new NAeyc standards that include increased emphasis on assessment practices in accredited child care centers. I also think teacher licensing impacts early care and education, especially with the increased emphasis in both Head Start and child care for teachers to have bachelor's degrees.
35. NCLB is inappropriately testing and overtesting young children, particularly Head Start children. Developmentally appropriate practices for young children focus on process-oriented learning, not product-oriented learning. What does the testing do? Tests a child on "the final product." Young children should be learning how to learn and developing a love for learning. It's not drill and practice. Kids aren't allowed to be kids anymore. Expectations have dramatically increased because of NCLB.
36. NCLB seems to frighten elementary teachers into forgetting what is developmentally appropriate and so the "Must succeed" mentality backs up into early childhood.
37. NCLB is about high standards and accountability. It makes sense to begin at the early education level.
38. EARLY INTERVENTION, ACCORDING TO VARIOUS RESEARCH, HAS A MORE LONG-TERM IMPACT ON STUDENT LEARNING THAN LATER

INTERVENTIONS. IF WE TRULY WANT ALL STUDENTS TO SUCCEED, WE MUST BEGIN WITH OUR YOUNGEST STUDENTS.

39. I feel that NCLB has at times forced EC programs to meet outcomes that are not necessarily appropriate for young children. We are forcing young children to do things that they are not ready for or capable of doing just yet, as they develop at such different rates as young children.
40. professionals in the special education branch of ece will be gathering data related to student outcomes in the months and years to come
41. The No Child Left Behind act is having a negative impact both directly and indirectly on early care and education. One example is the pressure on public school teachers in all grades to have closed ended academic concepts as the focus of their curriculum in order to respond to the inaccurately simplified measure of achievement that occurs in the annual high stakes testing. This philosophy and pressure filters down through the grades into all classrooms that are part of a public school program, including those for young children in the early childhood years. It encourages developmentally inappropriate practices in the education of these children that are not optimally efficient or holistic, thereby endangering: 1) Academic achievement (the supposed reason for this NCLB Act) 2) Feeling of emotional safety (critical to learning) 3) Love of learning (fundamental to lifelong learning and growth)
42. Because of the negative impact of testing as defined by NCLB, it is difficult for the early childhood community to think about any strategies that enable teachers to learn more about students because of the fear of inappropriate testing. Some way we need to balance the negative impact of NCLB with the positive impact of appropriate assessment strategies that look at a child in context and provide information to support teaching and learning.
43. It stresses too much academics and not enough on the social and emotional development of young children.
44. NCLB focus on testing encourages teachers away from developmentally appropriate practices to skill and drill practices that are not developmentally appropriate. It is very important for children to experience their world through all of their sensory modalities in motivating activities. Unfortunately NCLB is testing focused and only measures information learned rather than skill in problem solving, thinking and creativity.
45. As a early childhood special education teacher, I believe that the NCLB legislation HAS impacted early childhood education. There seems to be a discrepancy between "developmentally appropriate practice" in early childhood and what kindergarten teachers need to teach in kindergarten. Therefore, in order for students in my class to be able to succeed in kindergarten, I try to get them more academically ready than what is developmentally appropriate. For example, if my students go on to

kindergarten knowing their letters, it makes kindergarten that much easier for them to succeed. Is it developmentally appropriate practice for my early childhood students to know their letters, No. But will knowing their letters help them not start "behind" when they reach kindergarten, Yes. Our special education students often have so many other battles to get through, with their special needs, falling behind academically, before they start kindergarten, is something I want to prevent.

46. It has a negative impact (which will probably get worse) in that expectations for 'reading' are getting younger and younger. it seems there is an attempt to expect from 4 year olds what was once expected of 5-6 year olds (academically). This does a great disservice to teachers & staff and eventually will decrease scores.
47. I am very concerned that the testing environment under NCLB will be inappropriately applied to this younger age group where there is no easy score or quick assessment that is relevant to the age group.
48. It is having a HUGE impact. Schools are under great pressure to have children test well. As an early childhood educator for the past 22 years I completely understand the importance of the earliest years 0-5 and how these early experiences will have a positive or negative impact on a child's life long learning. With the expectation of schools needing to show improvement and to bring in additional revenue they naturally look down towards our youngest learners. My concerns are: 1. Are most schools appropriately designed and equipped to serve very young children. 2. Do schools have enough ece trained teachers who truly understand child development. 3. Although most principles would rate their school as family friendly the reality is they do not understand the concept. Such things as wrap around services and services on no schools days greatly impact families. 4. With schools in the business of 4 year olds the already stressed early care field will be significantly impacted leaving fewer choices for parents.
49. I feel that NCLB mandates without backing additional responsibilities/requirements with the funds that would make what is asked quality. States should not be penalized when they do have wonderful initiatives dedicated to Early Childhood education. Emphasis should not be strictly on testing results but on the whole picture. NCLB should consider Early Childhood as Birth to Grade 3...there needs to be some continuity of accountability without fade-out by grade 3.
50. I believe the impact to be negative. There are more restrictions and less money! Also, in some cases best practices are being abandoned to meet the requirements of NCLB.
51. NCLB for the first time required aggregated data from individual schools and districts. This data reinforced the literature identifying a gap for children entering school based on economic and racial characteristics. This in turn reinforced the need for quality early childhood programs. NCLB also stresses school readiness for children, again strengthening the need for quality pre-school programs and early childhood education.

52. Good and bad. The good is that it is forcing early childhood professionals to become more accountable for student learning and for involving and communicating with parents better. Unfortunately, the bad part is that academics are being pushed down to early childhood and not in a good way. Instead of collaboratively planning good best practice exposure activities, many programs feel like they need to jump right into direct instruction reading and math activities that are totally not appropriate for young children. Early childhood professionals are also not defending their practices enough with research and sharing it with administrators, parents and other community members.
53. Quality Early childhood education is the key to getting young children off to right start in their education. It is crucial that young children receive a positive foundation in order to be a successful student.
54. NCLB has had a negative impact on the morale of Early Childhood Education and Care providers because the current focus on accountability is so narrow and limiting.
55. I feel it has a negative impact on early childhood education and care because it puts too much emphasis on academic testing at an early age rather than working with children developmentally. This I feel is contradictory to NAEYC (National Assoc. for the Education of Young Children) and its standards.
56. The financial resources needed to comply with NCLB could be much better applied to developing/improving ECE.
57. early learning / primary grade level academic achievement reporting requirements push early childhood and preschool teachers to adopt academic curriculum and introduce skills before children are ready. This pressure forces even greater disparity among economic classes and racial/ethnic groups as middle class parents aware of the academic pressures are more apt to seek out preschools and daycares that advertise their "school readiness" curriculums. Early learning pressures will likely broaden the gap between children with advanced language skills and social experiences and those with less opportunity to learn.
58. The importance of preschool as a vehicle to help children enter school ready to learn has been amplified by the expectations of NCLB. An unfortunate result, however, is the increased pressure to abandon the whole child and focus on academics. The President is a major force behind this push as he is stressing literacy and math at the expense of the other domains, especially social-emotional learning. Middle class children can do OK with an academics-only approach (although it is not appropriate for any group of preschoolers) but low-income kids need so much more and with past safety nets being torn to shreds, parents are very much in need of support --and we all know the importance of parents in this equation. This is especially sad because schools with diverse and low-income populations will not be able to meet the unrealistic expectations of NCLB, will fail, and then have funds reduced.



59. To the extent that public education is now, and rather recently, including the early childhood care and education community in its mission and vision, it will have a direct impact on this largely private market.
60. The Early Childhood Programs have to teach more academic skills because of the state testing. Children are expected to know more things to prepare them for the state testing.
61. The impact of 4-year old kindergarten on helping children prepare for k-12 instruction. Too many children are entering the school door with very little language and pre reading skills. They are already left behind.
62. On the negative side, it has resulted in the promotion of "splinter skills" and rote learning for the disadvantaged preschoolers whom I teach. In the district that I am a member of the school board for, it has resulted in decreased support for early childhood (4K) because other school board members and administration see not adopting preK as a way to focus funds on mandated NCLB testing, etc.
63. Some children have significant disabilities and don't experience profound improvements. We do well to keep them from regressing in their skills. I am afraid that these children will be treated as failures to the people collecting outcome data and thus there would be no incentive to help these children and their families.
64. NCLB has impacted Even Starts around the country. Some things like research based reading instruction are good ideas, but the people requesting that it be used to inform instruction, also did not make clear for people "in the trenches" just what that jargon meant
65. NCLB has taken the focus of Early Childhood Education and Care from serving children and families and put it on budgets and competition for limited dollars.
66. I'm afraid it will have a negative impact in that children will be required to be "tested" without considering best practice in assessment/planning/implementation of curriculum. I'm also afraid NCLB will simply push down academic expectations instead of using developmentally appropriate practice for Pre-K and K. K is already feeling these effects.
67. As an early childhood educator, the NCLB act in theory is a great idea. The purpose of this act as I understand is to ensure that all children receive a quality education. One of the biggest problems/issues that we face is the lack of funding for adequate staff. Young children require not only a highly qualified teacher, they also deserve additional resources to ensure their learning potential is met (para-professional assistance, opportunities to experience educational field trips into the community, etc.)

68. Many children with special needs are expected to meet the same standards as those without delays or special needs. Some children never will function at that level and will improve only slightly over their whole educational career. Expectations need to change or be modified.
69. Early Childhood teachers do not believe they are connected to NCLB. Many teachers do a great job teaching 3&4 yr olds what is being taught in Kindergarten. The largest task not being taught before a child attends school is reading, although early childhood teachers are teaching pre-reading skills to their students.

### **NCLB Modifications**

Do you have any thoughts on the question of how NCLB could be (or should be) modified to address specific issues relating to early childhood education and care? As you reflect on the federal framework, what specific actions (if any) should be taken to address any of the special needs or conditions relating to early childhood education and care?

1. I'm afraid that best practices are being abandoned in an effort to meet the requirements of NCLB. I would like to see more input from early childhood educators. In terms of the "federal framework," I am unsure. I feel like I would need to review the legislation in order to give a more informed response.
2. Partnering with accredited childcares to create early childhood, pre-k for all children whose parents are interested.
3. The underlying ideas of NCLB are good - all children have the right to a free, and appropriate education. Unfortunately, some children will NEVER be able to meet the benchmarks that are set even with a great deal of intervention. There has to be a way to bring in the diversity of learning styles and abilities and still meet the intention of NCLB.
4. No Child Left Behind should be eliminated. There are other ways of implementing accountability rather than what is currently in place.
5. I do however have an issue in the assessment of the children. I don't believe it is an accurate measurement of the children's capabilities now or in the future based on how well they did on the current assessment tools being used by Head Start. Children are stressed taking these assessments. They don't also consider the various special needs the children may have.
6. Child development, rather than skill development needs to be emphasized. It is also important to note that EC-SpEd. children are all delayed in one form or another and pushing them ahead to focus on skill development only is inappropriate and counter productive.

7. I feel that with all of these laws about NCLB, if the government has these high expectations for children then they need to provide more financial support for schools, especially rural schools, so that they can support the students who need extra help so that the children can be successful.
8. Not particularly. However, I do believe it is essential for early childhood programs to have supports in place to work together for the best care, education, and family support we can give to our state's youngest children ,yet, centers and programs need to have enough autonomy to make decision for the children and families they work with. When funding is cut so much or too many rules are made to follow caring educators at every level are hampered.
9. The federal government should make significant changes in how it measures achievement. It should consider best practices in assessment that experts in the field of early childhood have been promoting for years (for example, see NAEYC position statement on assessment). The system of measuring impact of activities/funding should be developmentally appropriate and provide for local ownership, in much the same way as the Office of Special Education has designed the accountability system for State Performance Plan Indicators and, in particular, the way that Wisconsin has designed their system in the SPP submitted 12/2/05.
10. Funding and information for meetings and materials could help establish a stronger link between Birth-to-Three, daycares, doctors, Pre K, and early childhood programs
11. I think that NCLB needs a total reconstruction before it should have any more impact on early childhood. The concept that we need to know the impact of teaching is reasonable but the strategies being promoted in NCLB do not seem to be appropriate to determining this impact. I think at this point that early childhood should continue down the path of determining appropriate strategies to determine program impact and be given the flexibility to utilize evidence driven approaches that are unique to the development and learning of young children
12. More funding for parenting education and parent - child time.
13. FINANCIALLY SUPPORT ALL POSITIVE AND PROGRESSIVE EFFORTS WITH BOTH EARLY CHILDHOOD AND THE ELEMENTARY GRADES. THIS IS WHERE YOU WILL GET THE MOST IMPACT FOR THE DOLLARS.
14. I think NCLB is a poorly thought out plan and should be kept away from EC and significantly modified for everyone else. It is great to go for quality education and qualified teachers, I am all for that. A plan must be realistic regarding the abilities of human students. There is research available about many different populations; USE it to put together a plan to help kids become educated and not just make politicians look good or think they look good.

15. I feel that the lawmakers need to be aware that due to all of the technical advances that the medical field has made, there are more children who are able to survive a very premature birth that would not have survived 30 years or so ago. These children will never be proficient in any academics and the lawmakers shouldn't expect them to be. This should no way be a reflection on the teacher's ability to teach. This is a medical problem.
16. Professional development appropriate for early care and education providers is essential to having highly qualified teachers.
17. Actions should be taken to insure that NCLB impact on ECE/C keep in mind developmentally appropriate practices
18. If NCLB could help fund early childhood education and care, it would help children to meet high academic and literacy standards. Unfortunately NCLB is underfunded.
19. There's very little investment made at the federal level in investing in high quality early education and care, so one of the changes would be for the feds to make those investments in the states.
20. There should be a higher teacher to child ratio when working with younger children.
21. I believe that NCLB should go further in including all ECE programs, not just the Head Start programs. I believe that our children deserve the best care possible and that can't be done by someone who only meets the bare minimum requirements to work in an ECE program. I would like all states to adopt a minimum requirement of at least an Associate Degree in ECE to work as a teacher in an ECE program.
22. I feel our educational system should build from birth upwards instead of the way it is now. Elementary schools simply make the curriculum easier for younger children. That is so backwards to me! Instead, we need to provide developmentally appropriate curriculums for infants, then toddlers, then preschoolers, then kindergarteners, then 1st grade, etc.
23. Avoid all preschool mandatory testing. Find more creative and instructionally sound ways of holding schools accountable. Reduce or eliminate the current NCLB required testing every year 3-8th grades. It's way more testing than is needed and takes time and money from real instruction and learning.
24. I think one of the best case scenarios is an Early Childhood program built into a regular ed. day care or pre-school program. The E.C. students would be with typical peers and this would benefit both groups of children.
25. WI is fortunate to have 4 year old kindergarten state funded. This makes early education accessible to all, not just the selected few. Perhaps funding should be

available to all, so everyone can benefit. The earlier appropriate learning is modeled, the better!

26. I do not think that programs should be judged on whether the children are meeting the outcomes. We are going to go back to measurable goals which are not family friendly
27. Consideration should be taken about the child's IQ before requiring that that child perform at grade level. All children should be expected to progress, but those who have limited functional ability should not be expected to perform up to 'normal'. That doesn't even make sense. Also consideration of child development should be the chief consideration for testing for those under 8 years of age.
28. It makes sense to have an Early Childhood Reading Initiative. If we have strong pre-reading and math skills at the preschool level, it will make it easier for students to enter school ready to learn reading and mathematics.
29. We need to safeguard against watering down elementary school curriculum for 4 K and younger.
30. I believe in Special education being a part of 4K, but we need to figure out "how??" After 2 years in SPED I'm now teaching General ed and can't see how I can include children of SPED in my classroom without more staffing and proper facilities. Children with severe needs also need the attention and usually require much more.
31. It will be important to address developmentally appropriate curriculum based on early learning standards such as the WI Model Early Learning Standards in accessing success in learning.
32. One of the keys to quality early care and education is the teaching staff. Traditional childcare programs reach more children birth to 4 than the school system. Money needs to be put into training, improving ECC as a whole. If the children get off to a good start early (birth to 4), then the schools will have an easier time picking up the baton and furthering the child's educational experiences. There is a huge difference in a child entering 4K or 5K who has been in a quality early childhood environment versus a child who has not.
33. We also have to value the experiences and talents of good early education teachers as we look at what makes a highly qualified teacher
34. Meeting the social and emotional needs of children should be the number 1 priority. There should not be testing of 4 year olds as is required for Head Start.
35. NCLB needs to address the achievement gap that already exists by preschool age. Low income/low literacy children at ages 3 and 4 are already behind.

36. NCLB should be dismantled. If it hasn't gotten involved with ECE yet, don't let the administration know there is such a thing!
37. Yes, NAEYC standards should be used in the early childhood arena. There are already standard measures used for children of the age level. In addition, this information should be then used to modify curriculum to address deficiencies in developmental issues so that they may be addressed at an early age and children can receive the experiences they often are lacking BEFORE they go to "regular" school.
38. Literacy and later academic success in general is highly dependent upon socio-emotional development along with strong oral language skills. NCLB would do well to invest more in the advancement of these areas in our disadvantaged children.
39. I think it is critical that NCLB address early education and care through use of Developmentally Appropriate Practice, that DAP be defined and expected in teacher education programs, and licensed EC teachers are the teachers of pre-K and K students.
40. NCLB could address the issue of providing early childhood education and care for homeless preschool children.
41. NCLB should focus on best practices in teaching rather than test performance. NCLB should focus on supporting teacher education in child care settings and supporting better pay in these environments so there is less turn over in staff.
42. More money should be available for pre-school education. I am concerned about the children not in quality care. There are children that have not seen a book, don't have core vocabulary skills and will never catch up.
43. Consideration should be taken about the child's IQ before requiring that that child perform at grade level. All children should be expected to progress, but those who have limited functional ability should not be expected to perform up to 'normal'. That doesn't even make sense. Also consideration of child development should be the chief consideration for testing for those under 8 years of age. 4.
44. Avoid a parallel structure for early care and education! Do not go the route of Head Start and institute high stakes testing for teachers or children. But examine ECE for its strengths (and weaknesses) that can be brought to bear on NCLB - and perhaps alter/modify NCLB to be "accountability with reason," not simply an unfunded mandate.
45. It is crucial to limit the number of young children per adult/teacher to no more than 12.
46. The children should not be rated against typically developing peers in all categories.

47. We need to go back and remember not to forget what is developmentally appropriate, using a differentiated curriculum AND smaller class sizes, especially in the PreK and K classrooms. Using Title 1 funds at the PreK level...share what districts are doing.
48. If K-12 teachers have specific criteria that needs to be taught, early childhood teachers could have criteria that is developmentally specific to their children as well. The criteria could include visually recognize colors, shapes, letters, and numbers. It may include rote counting to 50, writing the child's name, or sounds letters make.
49. Committee dollars to High Quality Early Education and Care programs to be put towards staff salaries so providers can hire degreed staff without impacting parents' rates. Child care programs should be an extension of schools-what better way to impact a child's learning than to be exposed to quality learning and care from the age of six weeks -on.
50. I'm not sure if this would be NCLB or something else, but I think we need to reinforce good best practice in early childhood not just early literacy. In working with several urban Head Start and Child care programs on an early reading first grant, it became very clear that the teachers didn't need instruction on literacy, but basic good practice. Children were being demeaned, criticized and rebuked and this does not lend well to children improving their literacy skills, or anything else! We need to focus on improving good best practice with all levels of early childhood professionals, but especially Child Care and Head Start programs where the majority of urban children are spending most of their time during the week.
51. I would really like to see the emphasis on supporting parents and providing parents with resources and responsibility to participate in their child's learning. Health care and nutrition should be connected in a very direct way with parent education on healthy mental and physical development. It would be desirable to reward parents in a very direct and meaningful way if they support their child's development.
52. Providing children with a QUALITY preschool experience should be part of NCLB. However, as much of this law is not funded, it would be pointless to encourage schools to support preschool but not offer funding for this addition to the present structure.
53. Once again, the staff-student ratio is an important factor in the success of young children. In order to provide the appropriate student-staff ratio funding is needed to compensate the additional staff.
54. NCLB could address the issue of how to increase the number of children who are being served, particularly children from poverty.
55. The president should designate a large amount of money for early childhood education. The research has proven that money spent on early childhood education will help prevent adults from entering the prison population.

56. I don't think it should be applied at all. If it is, then the programs it is being applied to must be fully funded and the chosen assessments which are expensive and time consuming, must also be fully funded.
57. I am concerned about standardized testing at this very young age. I am also concerned that curriculum will not be developmentally appropriate. People making curriculum decisions are not always knowledgeable about how young children learn.
58. If assessment is going to measure progress, then there must be training to address what appropriate assessment means in relation to curriculum development and progress monitoring.
59. Need to have systems in play for rating quality and the means to help programs get there. Could additional funds be found within Title 1 to make the system more fluid for quality instead of punitive. I don't know how much less we can work with and still provide quality. It would be nice if we could have the latitude within community programs to have smaller classes (supplement by Fed. funds) which would benefit many children but this is hard when it is a for-profit business. In the school districts it would be nice to have funds that allow appropriate space (indoor/outdoor) for preschoolers. This would also include storage for the large and numerous teaching materials used with young children.
60. We are the only industrialized country which does not value early care and education. Early care and education must be supported by our nation -it can no longer be a mother's issue.
61. Tax revenue being wasted on NCLB and on compliance with same should be diverted to supporting independent, private centers and the families who rely on them for care. For example, fully funding the child care assistance provided by W-2.
62. I am answering these questions from the perspective of an Early Intervention provider. These children make such different progress based on many different factors. I think we should be able to document whether the child made any progress at all, not specifically in the categories the National Outcomes Center has suggested for us to monitor. Just a statement of whether the child made any progress should be sufficient.
63. Change the law to reflect different expectations for those with documented lower IQ's, & change expectations to be in line with developmental expectations (for K up).
64. Early childhood needs more standards and more professional staff. All childcare centers over a certain size should be governed by a series of requirements: curriculum, staff training, etc.



65. The federal framework needs to be supported with federal funding.
66. Increase funding to EC education and care. Support teacher education and pay.
67. There may truly be no federal framework. All schools are local (as is all child care).
68. Parents MUST be an integral part of their children's early education. The lack of participation by many parents directly affects their children in later years. It is important that parents become involved in a participatory manner rather than just a responsive manner early on. Monies need to be made available for trainers in early childhood, education for early childhood educators...not just those within the school system, but in child care also, and for parent educators as well. There must be a well thought out communication system between early childhood and the elementary level. Many elementary level educators do not even know what NAEYC standards are and as a result teach children inappropriately. My concern is that they will not understand the information being sent to them by early childhood educators in the way that they should. There should be joint meetings that occur to help provide transition between the two groups. Loopholes need to be monitored so that all children are included in the assessment process and not left out to make a district/organization look good.
69. Hiring state certified early childhood educators should be a priority for school districts and compensating them better would be beneficial for all involved.
70. In order to make NCLB pertain to early childhood, federal funding must reach the teachers. It should not be given only to public 4K unless all cities are required to be in collaboration with child care for public 4K.
71. I am not familiar with the federal framework.
72. Funds to help communities through the first year or two of 4-year-old programming is needed. After that, the states can be expected to continue with their own funding. It is the start-up phase that needs support -- not planning, but the actual start-up costs.
73. More incentives for connections and collaboration among existing agencies, state, county, and local. There are so many programs with overlapping services, boundaries, and administrative guidelines that could be reduced or streamlined if there were real pressure to cut through the red tape.
74. Continued attention to community partnerships with child care and upgrading qualifications, skills, and wages for that industry
75. Providing monetary support for districts to develop a plan to report on the OSEP child outcomes.

## Public Policy Initiatives

If you could advance one or two major public policy initiatives relating to the possible reform of NCLB, what would you advance (and what would that initiative mean in the context of your ongoing efforts)?

1. Assessment does not need to always be standardized. Progress and growth can be shown in other ways using criterion-referenced assessment tools that are backed with quality observational data along with family input.
2. Encourage developmentally appropriate early education for all students 3K/4K/5K.
3. Already, with the cut in funding for W-2, in combination with the artificially raised federally poverty income level, the amount of assistance provided to W-2 recipients has resulted in higher co-payments for people who have had no corresponding increase in income. Child centers now have to decide what to do if people are unable to pay the increased amount. They'll either settle for "half a loaf" or dis-enroll families with past due accounts. Some centers will fold. Others will raise rates, thereby requiring private pay families to subsidize the higher co-pays. Probably there will be families, both subsidized and private pay, that will choose to use less expensive, unregulated home day care, which will not only place more children at risk, but will put more financial pressure on centers. Add these issues to the initiatives that DPI is pushing for, such as tiered reimbursement, with centers unable to afford degreed teachers being chosen as lesser quality and receiving reduced rates; combined with the movement toward public 4 year old kindergarten programs. There will be even more financial pressure on centers, especially independents, making it even harder to stay in business, let alone improve quality of staff and programming. While these DPI initiatives are touted as ways to make better quality care available to more children, combined with higher co-pays they will really make center based care less available to the point where only families that are more well off will be able to afford licensed care. The larger chains will probably weather the storm, but there goes the variety of centers offering different kinds of programs. People will have less choice of centers which best fit their philosophies and the needs of their children. Maybe the DPI will pick up a lot of the slack by being able to show a clear and present need for 4 year old kindergarten. That would certainly increase the public school enrollment and the funding available to the DPI, but it would just be shifting the costs of child care to the DPI budget.
4. Wisconsin is terribly unequal in assistance given to various parts of the state. Madison & Milwaukee get the lions share of benefits, Wausau has seen to it that they get lots of assistance. Places north of Wausau get virtually nothing. These are often the places with high land values (lake land), wide spread poverty, no public transportation, limited services, and schools being shut down due to lack of funds. This results in crowded classrooms in gym lockers, stressed and overburdened teachers with less resources, and less than ideal learning situations. Right now the North-and probably some other poor rural areas are the new ghettos being created in

Wisconsin. PLEASE,PLEASE, come and see the difficulties in these areas and work on a formula that gives, rather than takes, from these areas so that appropriate funding, class size, buildings and resources are available to this part of the state. If this is not done, implementation of NCLB will not work and teacher burn out will be severe, if these communities can even afford to keep their schools. At the EC Sp Ed level I suggest that special meetings be convened where someone from DPI really listens to those districts north of Wausau and other poor rural districts & help develop real strategies, not pat answers. Right now it is clear that there is a lack of understanding of the needs in the North as it is so much needier than the below Wausau that it is not even the beginning of an understanding of what is needed in these areas. And please SEND SOME MONEY FROM THE SOUTH SO WE TOO CAN IMPLEMENT BEST PRACTICES.

5. I would advance the public policy of prioritizing education dollars for younger (B-6) children.
6. I would advance the public policy of increased services to underserved populations which would mean more early education and care (more funding for Head Start and Pre-K) for more children.
7. More dollars to provide high quality training for preschool teachers including daycare professional and nursery school teachers.
8. We need to acknowledge the value of the professionals involved in early education and care with additional pay that would be more in line with public education. We also need to recognize and reward those individuals would provide leadership and administer or direct programs for young children.
9. The resources should be used to fund child care assistance through W-2, and by instituting meaningful and substantial quality improvement assistance for teachers in independent, private centers; teachers who cannot otherwise afford to obtain higher education. This is the only way to make affordable, high quality care available to all children who need it. There is a disturbing trend which seems to lead to independent ECE programs being starved out in order to achieve the takeover of providing of ECE by the DPI.
10. It's again the issue of assessment - standardized tests don't really address child progress, at any grade level. I'm not opposed to assessment, but that it is done in the context of the curriculum and results are used to design appropriate curriculum.
11. Alternative testing measures for preschool, kindergarten and first grade children.
12. I would much rather see outside evaluators come into districts/organizations much like NAEYC accreditation evaluators, etc. rather than tests that teachers can "teach children to the test". This way, teachers AND the students could be evaluated and it would be more objective. Monies made available to train outside evaluators

nationwide, would be a better investment of dollars and provide a more true picture of where the different levels of education are at.

13. I think all children should have access to an early childhood program. Childcare workers must be paid a higher salary so they provide excellent childcare.
14. A significant increase in the Federal funding and support for early education services (noncategorical) through the school districts as well as other community agencies.

## **EHUDDLE**

Do you have any other thoughts, ideas, suggestions or advice to provide on the use of the ehuddle technology?

1. WE HAVE MANY MANDATES, BUT OUR FUNDING IS CONTINUALLY CUT. IT IS IMPOSSIBLE TO CONTINUE TO DO MORE WITH LESS. YOU GET WHAT YOU PAY FOR.
2. Put money/resources into staff development for day care providers and all types of preschool experiences. Raise the awareness of the importance of brain development and environment on birth-age 8. Look at how other countries treat/provide for their young children with long maternity leaves (partially or fully paid) etc. What is the impact on the society when young children are well treated and educated in a developmentally appropriate way?
3. I like it. I thought at first a bit putzy, but I got used to it quickly.
4. This is GREAT!
5. No, not at this time.
6. I know in other communities throughout Wisconsin the local school systems and the ECC community have really pulled together to improve EC. This is not the case in Milwaukee. I feel DPI should mandate this especially if public schools are drawing down NCLB dollars.
7. It would have been helpful to have a copy of the NCLB regulations as it pertains to young children to read on the survey page so it could have been referred to easily.
8. This is a wonderful tool. It gives people the opportunity to share their ideas in a comfortable format. Thank you.
9. See response to item 2. multiple choice would be a good option.
10. Ehuddle encourages the democratic process of getting people more involved in helping to formulate the policies that affect them. I would like to encourage local,

state and national elected officials to use it more often.

11. It may be helpful to ask more specific questions. Open ended questions may be difficult to sort out as people may interpret the question differently or have different levels of knowledge about the topic (NCLB) Adding specific paragraphs from the act or live links to toggle to the portion that is being discussed might be helpful.
12. Nice way to survey people.

# Addendum

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## **Impact of NCLB (Federal No Child Left Behind) on Teaching**

### **Initial Analysis of Results**

**May 31, 2006**

**Prepared by Tom Grogan  
Wisconsin Department of Public Instruction**

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### **Introduction**

This report summarizes data previously collected. It distills the essence of 103 comments into a series of 31 declarative statements. The statements are presented (below) in alphabetical order for convenience, not to suggest any form of relative priority. The original source data is available upon request.

How has NCLB (No Child Left Behind) affected your teaching?

1. Achievement gaps widening
2. Creates administrative and paperwork burdens
3. Creates age- or developmentally-inappropriate pressures on students
4. Creates time pressures – on teachers and on students
5. Diminishes student play time in early years
6. Distorts curriculum
7. Encourages too much testing and teaching to the test
8. Encourages unrealistic or age-inappropriate expectations (by parents, by administrators, by teachers)
9. Flashcards are being used in 3-year-old classrooms

10. Focus on rote and drill instruction is negative
11. Forces one to teach age inappropriate academic lessons
12. Forces presentation of skills to students too early
13. Improves accountability but at a very high cost
14. Increases stress and frustration at all levels, in all classrooms
15. Intrudes into the zone of teacher professional discretion and judgment
16. Less flexible curriculum
17. Loosing focus on education as growth rather than assessment
18. Lowers standards
19. More administrative burdens
20. More paperwork
21. More paperwork, more regulations
22. NCLB expectations negatively impact special needs children
23. Negatively impacts special needs children (student IEP's)
24. Paperwork burden takes away from teaching and preparation time
25. Piecemeal standards miss the whole child
26. Pressures teachers and administrators
27. Reduces play time
28. Reduces preparation time and program flexibility
29. Restricts teacher options
30. Squelches creativity
31. Too much testing (time taken from teaching; some teach to the test)

